

NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

RECEIVED
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HUDSON COUNTY
Supt. of SchoolsDeadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Art</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Hansel and Gretel - An Interdisciplinary Experience - Puppet Show</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Hudson</u>		
District (Proper Name)	<u>Bayonne Board of Education</u>		
Address	<u>Avenue A & 29th Street</u>		
	Street/P. O. Box		
	<u>Bayonne</u>	<u>07002</u>	Zip Code
	City		
Telephone	<u>(201) 858-5800</u>	Fax <u>(201) 858-6246</u>	Email
Chief School Administrator	<u>Dr. Patricia McGeehan</u>		
Nominated School #1 (Proper Name)	<u>Bayonne High School</u>		
Address	<u>Avenue A & 28th Street</u>		
	Street/P. O. Box		
	City	<u>Bayonne</u>	<u>07002</u> Zip Code
Telephone	<u>(201) 858-5900</u>	Fax <u>(201) 858-6263</u>	Email
Principal	<u>Dr. Michael A. Wanko</u>		
Program Developer(s)	<u>Terri Graham and Varda Wendroff</u>		
Application Prepared By	<u>Terri Graham and Varda Wendroff</u>		
Chief School Administrator's or Charter School Lead Person's Signature	<u>Patricia L. McGeehan</u>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature [Signature]

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and
 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboared** on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages**. Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page. Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.
7. The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.

The following data is required to assist the panelists in the evaluation of the application:			
Type of School	Grade Levels	Practice Name <u>Hansel and Gretel - An</u>	
<input type="checkbox"/> Elementary School	_____	<u>Interdisciplinary Experience - A Puppet Show</u>	
<input type="checkbox"/> Middle School	_____	Number of Schools with Practice <u>1</u>	
<input type="checkbox"/> Junior High School	_____	Number of Districts with Practice <u>1</u>	
<input checked="" type="checkbox"/> High School	<u>9 - 12</u>	Location <input checked="" type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics	
<input type="checkbox"/> Other: _____	_____	<input type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural	

Check the ONE CATEGORY into which the practice best fits.		
<input checked="" type="checkbox"/> Arts (Visual and Performing Arts)	<input type="checkbox"/> Educational Technology	<input type="checkbox"/> Safe Learning Environment
<input type="checkbox"/> Assessment/Evaluation	<input type="checkbox"/> Gifted and Talented Programs	<input type="checkbox"/> School-to-Careers/Workplace Readiness
<input type="checkbox"/> Bilingual Education and Diversity	<input type="checkbox"/> Health and Physical Education	<input type="checkbox"/> Science
<input type="checkbox"/> Citizenship/Character Education	<input type="checkbox"/> Language Arts Literacy	<input type="checkbox"/> Social Studies
<input type="checkbox"/> Early Childhood Education Programs	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Special Education
<input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Professional Development	<input type="checkbox"/> World Languages
	<input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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Hansel und Gretel- An Interdisciplinary Experience A Puppet Show

This interdisciplinary Puppet Show, based on the German Brothers Grimm Fairy Tale of Hansel und Gretel, teaches the importance of communication using the spoken word as well as the Universal language of Art. A diverse group of students, namely German III & IV, Ceramics II, &III, Sculpture students, and Special Education Art students participated in the project.

Students worked together on writing the script in English and German, directing the production, designing the puppets, designing the stage, and creating the scenery.

The students performed the puppet show in English and German during the Induction Ceremony of the German and French Honor Society, which was held during Youth Art Month and Foreign Language Week.

The objective of this project is to teach students that communication is manifested in many ways including the spoken word, feelings, emotions, gestures, and movement. Art students learned how to understand stage direction in German. The German students had to communicate to the Art students the way to move the puppets by cues, even though they did not understand completely what the characters were saying. They had to learn simple words and phrases in German in order to make the puppets react properly at the right time. The sculpture techniques used on the faces of the puppets had to correspond with their emotions. Their faces had to communicate their feelings. In this way, all the students learned that communication comes in many forms. The German students also made the connection as they spoke the words in German.

Both the Art students and the German students met and surpassed the goals set for the Core Content Standards and the Cross Content Workplace Readiness Standards.

Using the Core-Curriculum Content Standards for Visual & Performing Arts, our project has met the goals of the following:

- (1.1) Aesthetic-** our students became aware of the importance of using their sculptural and drawing skills to produce figures that would express emotion needed to communicate a story. **(1.2,1.3) Creating and Performing-** Our students had to refine their skills at depicting a story using their ability to sculpt and through the use of movement. The puppets, under the direction of the puppeteers, had to communicate human feelings and gestures appropriate to the written word. They had to use their ability to understand what action would come next, without fully understanding what was being said. **(1.4,1.5) Critical, analytical, judgmental and evaluation-** as both participants and observers, the students had to choose what was the best way to explore the story. They had to decide constantly whether a gesture or the facial expression was right to reach the goal that they set for themselves. Through critique and many discussions and communication, the students made many choices helping each other in every way. **(1.5) Historical & Cultural** was addressed through research on Germany and with their communication with the German students to learn about the country at the time of the story so that the background and scenery be as authentic as possible. This helped in the attention to the detail of the scenery and in creating the costumes of the puppets. The choices reflected the flavor of Germany at the time that the story was

written. Discussions and of the social implications of the story helped in understanding our goals to communicate. (1.6) Design with respect to form, function and structure. Without the knowledge of design, the faces would not have been made, the fabric for the costumes would not have worked well, and the shape and size of the puppets would not have fit the space and size of the scenery. All of the elements of the puppet show would not have come together if the students did not have an understanding of design skills and an ability to plan the form and function of the space used. Elements of design affected all aspects of the production.

Using the Core Curriculum Standards for World Languages we used (7.1.7) Develop an awareness of (7.1.14) Organize thought into coherent oral speech- The German students had to translate the story so that what would be said by the puppets be understandable to the listeners. They had to have prior knowledge in order to be able to do that. They also had to communicate this knowledge to all the other participants so that they can make the puppets react appropriately. (7.1.17) Communicate and interact in a limited range of task-oriented and social situations. - All the students had to communicate with each other how to make a puppet show work. They had to pay attention to detail and solve problems together when they arose. They had to use knowledge of properly getting their points across to each other. The German students had to make sure that their translation was correct enough to get their point across to an audience, even if they did not understand German. (7.1.21) Communicate orally with increasing logic and accuracy- The students would not have been able to translate the story if they did not have prior knowledge that was increased through several years of studying it. (7.1.23) Identify common and distinct features, such as grammatical structures, among languages- the students had to have prior knowledge of grammar before they could begin to translate the story using idioms and special phrases. There is an art to translating from one language to another. One must be careful of expressions that may not exist in the other language. The ability to do that allowed the German students to communicate their experience. (7.2.9) Recognize and understand verbal and non- verbal cues within a culture- The German students had to communicate the differences in non-verbal cues. Different ways of greeting each other, addressing adults and children differently had to be communicated so that the show is as authentic as possible. (7.2.13) Use technology to enhance language acquisition and to acquire current cultural information in order to develop more accurate impressions of the culture studied- The computer was used to research the Grimm Brothers and some information about their lives. Word processing was used in order to type out the story. The German students had to learn how to find an umlaut (accent mark) on the computer.

When addressing the Cross-Content Workplace Readiness Standards, this project treats the students much like an employee and the project much like a job. (1) All students will develop career planning and workplace readiness skills. - When someone plans a career, he needs to know how to present himself and he needs to plan how to use his communications skills. This project taught the students to use interpersonal skills in working with others from a different department (class). They learned to communicate their needs for cooperation and flexibility. The work ethic

of dependability and promptness was necessary in order to get the job done. They learned what it takes to plan for a career, what the boss may expect, and how to deliver what is expected in a timely and organized way. (3) All students will use critical thinking, decision-making, and problem-solving- This was refined from the first steps of choosing a story, deciding the best presentational methods, deciding which German vocabulary words to use, and what solutions to use when a problem arose. If a student was absent at the time of the presentation, a choice had to be made as to who will take over the role. That problem came up several times. A solution was decided upon prior to the occurrence. (5) All students will apply safety principles. - Art students were made aware of the safety precautions necessary when working in a Ceramic studio, while using various tools, working with clay, and glaze. They were all taught how to communicate with each other on safety on stage. Since the stage was crowded with both German students who read the script, and Art students who help the puppets, everyone had to be careful and work out stage direction. This was done successful since the entire show went without a safety problem.

This project can be adapted and used in any school and in any classroom. Any art medium from ceramics to paper sculpture or arts-and-crafts can be used. It can be as simple or as intricate as one chooses. The choice of language can be anything that is taught in any school. The primary goal is to show how important communication is in our daily life. This communication can be through language and art. Communication is not only what we say to each other, but also how we react to each other and how we use our body to get something accomplished. In our project, the Industrial Arts class created our stage. We communicated to them what we needed. They took out design and created a stage that was big enough to hold as many students as we needed to present our play. However, any "stage" would do. Another school can use a large cardboard box. We chose to hand-paint the scenery, sew the costumes, and use our music students during the show. However, another school can use tapes or no costumes at all. For us, each detail added to the message of communicating our story, using the spoken word, art, and gestures. The success of this project was that it involved all the students, using their special fortes and talents. Honor students and Special Education students worked together side by side working towards a common goal of telling the story of Hansen und Gretel. They learned that with teamwork each cog in the wheel moved them through to the final goal. Each group taught the other their very different approach to the same end. Their communication taught them that working together enriched both their own skills and introduced them to new skills that they will be able to use for their entire lives. This will make them life-long learners. At the end, German students learned how to express emotions through clay, and Ceramics students learned how to say a few things in German and that the fairy tale that they know so well had a German connection.

The assessment of this project is the performance. After all the work, all the communication, all the planning and discussion, the students put on a show. The show was successful. The audience responded with cheers and applause. They succeeded in communicating their ideas. Their stage direction worked. The harmony among the students back stage allowed all the characters to say their lines

and to work the puppets at the appropriate time. The students received their cues on time and were able to make the puppets react.

The success of this project was also showcased when the students were notified that their puppet show was selected by the Alliance for Art Education/ State of New Jersey AH-HA award. This award was given in recognition of an Art and Humanities classes working together to achieve a cohesive product, using the tools learned in both classes. The students learned that by using all forms of communications, they achieved their goal. Communication.